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ABSTRACT

Financial problems that are being experienced by colleges and universities in Manitoba, Canada, likely results of these problems, and actions that might be taken are discussed by the president of University of Winnipeg. Provincial aid to universities in Manitoba has been inadequate. One major consequence resulting from financial problems is retrenchment: elimination of courses, jobs, and programs. Quantitative cutbacks mean that universities cannot accomplish the range of functions that is needed to advance learning. Financial constraints also reduce quality in college programs, the library and other facilities, salaries and benefits, and administrative and support services. Increasing college costs to provide more revenue puts the objective of accessibility in jeopardy. It is suggested that universities need to convince the government that higher education deserves a higher priority in funding. Higher education needs to be clear on its values, priorities, and plans so that a persuasive message can be conveyed to the public. To tap other sources of revenue, it is important to ensure that projects are consistent with the college mission. (SW)

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THE FINANCIAL CIRCUMSTANCES OF UNIVERSITIES: PROBLEMS AND RESPONSES

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THE FINANCIAL CIRCUMSTANCES OF UNIVERSITIES: PROBLEMS AND RESPONSES

I APPRECIATE THIS OPPORTUNITY TO "KICK OFF" OUR TWO-DAY EVENT WITH A FEW GENERALLY CONTEXTUAL COMMENTS. AT THE OUTSET, I WANT TO CONGRATULATE THE UNIVERSITY OF WINNIPEG STUDENTS' ASSOCIATION BOTH FOR THEIR BOLDNESS IN CONCEIVING THE EVENT AND FOR THEIR HARD WORK IN ARRANGING IT. THE SUBJECTS WE SHALL BE DISCUSSING ARE IMPORTANT AND URGENT: EFFECTIVE UNIVERSITIES ARE CRUCIAL TO THE ECONOMIC AND SOCIAL DEVELOPMENT OF OUR COUNTRY (AND WE SEEM TO BE LOSING GROUND IN BOTH RESPECTS); OUR UNIVERSITIES ARE IN SERIOUS DIFFICULTY, LARGELY FOR FINANCIAL REASONS (AND THIS PROBLEM HAS BEEN GETTING WORSE); UNLESS THESE CIRCUMSTANCES ARE CHANGED DRAMATICALLY AND SOON, CANADA'S POSITION INTERNATIONALLY WILL PROBABLY TUMBLE INTO A DOWNWARD SPIRAL FROM WHICH IT MAY BE VIRTUALLY IMPOSSIBLE TO EXTRICATE OURSELVES. IT IS ESSENTIAL THAT WE COME QUICKLY TO A CLEAR UNDERSTANDING OF WHAT THE PROBLEM IS IN OUR UNIVERSITIES, WHAT ITS RESULTS ARE AND ARE LIKELY TO BECOME, AND WHAT ALTERNATIVES ARE AVAILABLE TO US IN STRIVING FOR A RESOLUTION.

IT IS MY UNDERSTANDING THAT WE SHALL ACTIVELY PURSUE THIS NECESSARY UNDERSTANDING DURING THE SESSIONS SCHEDULED FOR THIS TWO-DAY PROGRAM. TO HELP US GET STARTED, I'M GOING TO PRESENT A BROAD OVERVIEW FROM MY OWN PERSPECTIVE OF THE THREE QUESTIONS I JUST IDENTIFIED: WHAT IS THE PROBLEM? WHAT ARE THE RESULTS? WHAT SHOULD BE DONE? THEN I'LL LOOK FORWARD TO HEARING THE MORE SPECIFIC VIEWS ON THESE ISSUES THAT OTHERS WILL PRESENT IN THE SESSIONS TO FOLLOW.

WHAT IS THE PROBLEM?

UNIVERSITIES ARE HURTING IN MOST COUNTRIES OF THE WORLD, AND CANADIAN UNIVERSITIES ARE HURTING BADLY COMPARED WITH THOSE IN

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SEVERAL OTHER INDUSTRIALIZED NATIONS. THE UNIVERSITIES IN MANITOBA HAVE BEEN HURTING LONGER THAN THOSE IN MANY OTHER PROVINCES AND THE MODEST IMPROVEMENTS WE HAVE SEEN ELSEWHERE DURING THE PAST COUPLE OF YEARS HAVE NOT BEEN ENJOYED IN THIS PROVINCE. FOR EXAMPLE, I BELIEVE THAT WE ARE NOW THE ONLY PROVINCE WEST OF THE ATLANTIC REGION THAT HAS NOT ESTABLISHED SOME KIND OF "EXCELLENCE FUND" TO PROVIDE A LITTLE HELP IN RECOVERING FROM OUR DISMAL STATE. OVER THE LAST FOUR YEARS OR SO, THE INFLATION RATE EXPERIENCED BY UNIVERSITIES (APPROXIMATELY 30%) HAS BEEN ABOUT HALF-AGAIN HIGHER THAN OUR GROWTH IN GRANTS-PER-STUDENT (WHICH HAS BEEN APPROXIMATELY 20%). WHILE OUR PROVINCE'S REVENUES HAVE GONE UP BY MORE THAN 50%, GRANTS TO UNIVERSITIES HAVE INCREASED BY LESS THAN 40% (AND GRANTS-PER-STUDENT BY ONLY HALF THAT RATE). OUR MISCELLANEOUS CAPITAL GRANTS HAVE BEEN FALLING FURTHER AND FURTHER BEHIND OUR NEEDS FOR REPAIRS, RENOVATIONS, AND EQUIPMENT; AT PRESENT THEY PROVIDE ONLY ABOUT ONE-QUARTER OF WHAT WE REQUIRE, AND THE RATE OF GROWTH IN OUR NEEDS ACCELERATES AS THE TIME FOR REPAIR AND RENOVATION PASSES US BY AND WE ARE LEFT WITH MUCH MORE EXPENSIVE REPLACEMENTS AS THE ONLY ALTERNATIVE TO GIVING UP COMPLETELY. IN ADDITION, PROVINCIAL SUPPORT FOR UNIVERSITY RESEARCH, WHICH IS THE ESSENTIAL FUNCTION THAT MOST CLEARLY DISTINGUISHES BETWEEN UNIVERSITIES AND OTHER EDUCATIONAL INSTITUTIONS, HAS BEEN NEGLIGIBLE INDEED.

WHAT ARE THE REASONS FOR THIS SELF-DEFEATING CYCLE OF DEVASTATION? WE HAVE LONG SUSPECTED THAT IT RESULTS FROM GOVERNMENTAL PRIORITIES AND, TO THE CREDIT OF THE HONOURABLE JERRY STORIE, OUR MINISTER OF EDUCATION HAS FINALLY CONFIRMED THAT IN A

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FRANK AND DIRECT WAY. AT THE UNIVERSITY OF MANITOBA'S "DAY OF CONCERN" A COUPLE OF MONTHS AGO, MR. STORIE STATED EXPLICITLY THAT HIS GOVERNMENT VIEWS EDUCATION AS OF LOWER PRIORITY THAN HEALTH, COMMUNITY SERVICES, AND CHILD WELFARE; MOREOVER, IT IS OBVIOUS FROM GRANTING PATTERNS OVER THE PAST SEVERAL YEARS THAT WITHIN EDUCATION THE UNIVERSITIES HAVE A SIGNIFICANTLY LOWER PRIORITY THAN THE SCHOOLS DO. THOSE OF US WHO CARE DEEPLY ABOUT UNIVERSITIES AND SHARE A FUNDAMENTAL APPRECIATION OF THEIR CRITICAL ROLE IN OUR PROVINCIAL AND NATIONAL DEVELOPMENT DO NOT AGREE THAT THEY PROPERLY BELONG SO FAR DOWN IN THE PRIORITY LIST, BUT WE CANNOT ARGUE WITH THE GOVERNMENT'S RIGHT TO ESTABLISH PRIORITIES ACCORDING TO ITS OWN VALUES. IT DOES TROUBLE US WHEN MANY MILLIONS OF DOLLARS CAN MAGICALLY BE FOUND - NOT FOR HEALTH CARE, OR COMMUNITY SERVICES, OR EDUCATION, OR EVEN TOURISM - BUT TO BAIL OUT SUCH CORPORATE ENTITIES AS FLYER, MANFOR, MACKENZIE SEEDS, AND MTX. UNAVOIDABLE AS THOSE EXPENDITURES MAY BE, WE ARE FRUSTRATED BY THE KNOWLEDGE THAT IF SUCH MONEY WERE ALLOCATED TO OUR UNIVERSITIES, IT WOULD BECOME MUCH MORE POSSIBLE FOR US TO ADMIT ALMOST ALL QUALIFIED STUDENTS, TO PROVIDE PROGRAMS THAT WOULD PREPARE THEM FOR WORK IN THE 1990S, TO KEEP TUITION FEE INCREASES AT LEAST WITHIN SHOUTING DISTANCE OF THE INFLATION RATE, AND TO MEET THE COSTS OF ACHIEVING PAY EQUITY WHICH WE ARE REQUIRED AND WOULD LIKE TO ACHIEVE. HOWEVER, CRYING OVER SPILT MILK IS NOT PARTICULARLY HELPFUL AND WE ARE LEFT WITH THE FACT THAT OUR GOVERNMENT PERCEIVES US TO BE OF RELATIVELY LOW PRIORITY AMONG THE MAJOR FUNCTIONS FOR WHICH IT IS RESPONSIBLE.

WHY IS THIS THE CASE? EITHER THE GOVERNMENT TRULY BELIEVES

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THAT UNIVERSITIES ARE NOT THAT IMPORTANT, OR THE GOVERNMENT THINKS THAT THE MAJORITY OF ITS ELECTORATE BELIEVES THAT; WHILE THERE MAY BE SOME TRUTH IN BOTH OF THESE POSSIBILITIES, THE LATTER IS PROBABLY THE KEY IN THIS HIGHLY POLITICIZED WORLD, AND I SUSPECT THAT THE GOVERNMENT IS CORRECT IN ITS VIEW. AMONG THE REASONS FOR THIS IS THAT THE MAJORITY OF VOTERS IN OUR PROVINCE HAVE NEVER INTERACTED DIRECTLY WITH A UNIVERSITY; MOST MANITOBANS HAVE NOT AND PROBABLY WILL NOT ATTEND UNIVERSITIES, AND SO THEIR ONLY KNOWLEDGE OF THEM IS BASED ON WHAT IS CONVEYED BY THE MEDIA (LARGELY THAT THOSE IN UNIVERSITIES ARE CRY-BABIES, ALWAYS WHINING FOR MORE MONEY) AND ON A GENERALIZED SUSPICION THAT OUR INSTITUTIONS ARE CLOISTERED AND REMOTE PRESERVES OF THE RICH, THE LAZY, AND THE ECCENTRIC - THAT WE ARE IRRELEVANT, ELITIST, GREEDY, AND WASTEFUL.

IF THIS IS THE GOVERNMENT'S VIEW OF THE GENERAL PUBLIC'S ATTITUDE TOWARD UNIVERSITIES, AND IF THAT VIEW HAS SOME VALIDITY, WHY DO PEOPLE FEEL THAT WAY ABOUT US? THE ANSWER, I BELIEVE, IS THAT THERE HAS BEEN NO EFFECTIVE EFFORT TO DISABUSE PEOPLE OF THEIR MISCONCEPTIONS IN THIS REGARD. WE ARE ALL GUILTY OF THIS. THOSE OF US WITHIN THE UNIVERSITIES HAVE BEEN EITHER UNABLE OR UNWILLING TO "MARKET" OUR INSTITUTIONS IN WAYS THAT WOULD CAPTURE THE FAVOURABLE ATTENTION OF CITIZENS IN GENERAL. OUR FRIENDS AND ALUMNI HAVE REMAINED LARGELY SILENT ON THE SUBJECT. AND WHEN WAS THE LAST TIME YOU HEARD AN OFFICIAL OF OUR GOVERNMENT, WHICH CLAIMS POSSESSIVELY THAT UNIVERSITIES ARE A PROVINCIAL RESPONSIBILITY, BOAST PUBLICLY ABOUT THE MANY FINE CONTRIBUTIONS AND STRENUOUS EFFORTS BEING MADE BY HIGHER EDUCATION TOWARD THE ADVANCEMENT OF OUR SOCIETY?

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WHAT ARE THE RESULTS?

THERE CAN BE NO QUESTION, THEN, THAT WE HAVE SERIOUS PROBLEMS. THERE ARE AT LEAST THREE MAJOR CONSEQUENCES RESULTING FROM THESE PROBLEMS, THE FIRST OF WHICH IS RETRENCHMENT. WE HAVE HAD TO CUT BACK SUBSTANTIALLY ON WHAT WE DO: COURSES THAT SHOULD BE OFFERED HAVE BEEN ELIMINATED; JOBS HAVE DISAPPEARED; AND PROGRAMS HAVE BEEN DROPPED. EXAMPLES OF THESE CUTBACKS ABOUND AT EACH OF OUR INSTITUTIONS, AND I WON'T DETAIL THEM NOW BECAUSE I EXPECT THAT OTHERS PLAN TO DO THAT LATER IN THIS PROGRAM. BUT I WOULD LIKE TO SUBMIT A RELATED OBSERVATION. WHILE THE CUTBACKS THAT I HAVE MENTIONED ARE REDUCTIONS IN THE STATUS QUO, EVEN MAINTENANCE OF THE STATUS QUO IS INSUFFICIENT FOR UNIVERSITIES. TO DO OUR JOB PROPERLY, WE MUST GO BEYOND THE STATUS QUO: KNOWLEDGE DOES NOT STAND STILL, IT GROWS, AND ENVIRONMENTS CHANGE WITH TIME; NEW NEEDS ARISE AND WE MUST CONTINUALLY DEVELOP ADDITIONAL CAPACITIES IN ORDER TO ADDRESS THEM. FURTHER, THERE IS AN OBVIOUS TENDENCY FOR PEOPLE TO EXPECT MORE AND MORE FROM OUR UNIVERSITIES; AS THE PROBLEMS FACED BY OUR SOCIETY INCREASE IN BOTH NUMBER AND INTRACTABILITY, THE EXPECTATIONS FOR US TO RESPOND AND HELP SOLVE THEM TEND TO EXPAND. TO DO SO REQUIRES EVEN FURTHER RETRENCHMENT, AND WE FALL INCREASINGLY BEHIND. SO WE HAVE A THREE-FOLD PROGRESSIVE DISADVANTAGE - WE CANNOT RECOVER THE LOSSES WE HAVE EXPERIENCED, WE CANNOT MAINTAIN THE STATUS QUO, AND WE CANNOT DEVELOP THE ADDITIONAL CAPACITIES REQUIRED TO ADDRESS NEW PROBLEMS, KEEP UP WITH EMERGING DEVELOPMENTS, OR SATISFY GROWING EXPECTATIONS. SO THE FIRST IMPACT OF OUR CUTBACKS IS QUANTITATIVE - WE ARE SIMPLY UNABLE EVEN TO COME CLOSE TO DOING THE RANGE OF THINGS

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THAT WE WISH TO DO, THAT WE ARE EXPECTED TO DO, OR THAT WE MUST DO IF THE ADVANCEMENT OF LEARNING REMAINS OUR PRINCIPAL FUNCTION.

SECONDLY, THERE IS A QUALITATIVE IMPACT. THIS RESULTS IN PART FROM THE QUANTITATIVE SHORTFALL: WHEN THERE ARE IMPORTANT AND RELEVANT AREAS OF KNOWLEDGE THAT WE CANNOT AFFORD TO INCORPORATE INTO OUR PROGRAMS, THE INADEQUACY OF OUR SCOPE OR DEPTH CONSTITUTES A DETRIMENT TO OUR QUALITY. MOREOVER, OUR EFFORTS TO DO WHATEVER WE CAN, THREATEN THE QUALITY OF WHAT WE EARNESTLY ATTEMPT. HEAVY TEACHING LOADS AND LARGE CLASS SIZES, IN THE INTEREST OF ACCOMMODATING AS MANY STUDENTS AS POSSIBLE, MEAN THAT OUR EMPLOYEES ARE BECOMING VERY THINLY STRETCHED INDEED: THE CRUCIAL OPPORTUNITY FOR FACULTY MEMBERS TO SPEND TIME THINKING AND STUDYING ABOUT THE TEACHING, RESEARCH, AND SERVICE THEY MUST DO IS RAPIDLY DISAPPEARING; OUR ABILITY TO RESPOND TO THE SPECIAL NEEDS OF SOME STUDENTS FOR INDIVIDUALIZED ATTENTION HAS DECLINED DANGEROUSLY; AND THE STAFF REQUIRED TO PROVIDE THE NECESSARY SUPPORT SERVICES FOR THESE FUNCTIONS, WHILE COMPETENT, ARE WOEFULLY INADEQUATE IN NUMBER. AN INEVITABLE RESULT OF THESE FACTORS IS SOME REDUCTION IN QUALITY - WHICH WE EXPERIENCE IN VIRTUALLY ALL PARTS OF OUR OPERATION (LIBRARY, EQUIPMENT, FACILITIES, CLASS SIZE, SALARIES AND BENEFITS, ADMINISTRATIVE AND SUPPORT SERVICES).

THIRDLY, IN OUR EFFORTS TOWARD SOME KIND OF DAMAGE CONTROL, THE ONLY RESPONSES THAT SEEM AVAILABLE TO US PLACE ACCESSIBILITY IN SERIOUS JEOPARDY. THESE RESPONSES INCLUDE FEE INCREASES AND ENROLLMENT LIMITS. WE RAISE FEES TO GENERATE ADDITIONAL REVENUE IN AN EFFORT TO MINIMIZE THE REDUCTIONS IN QUANTITY AND QUALITY

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NECESSITATED BY INADEQUATE GOVERNMENT GRANTS, AND IT IS OBVIOUS THAT STUDENT FEES HAVE GROWN AT A SUBSTANTIALLY GREATER RATE THAN GOVERNMENT GRANTS-PER-STUDENT HAVE OVER THE PAST SEVERAL YEARS. CONSEQUENTLY, STUDENTS ARE NOW PAYING A HIGHER SHARE OF THE TOTAL COSTS OF THEIR EDUCATION THAN THEY USED TO - NOW AT LEAST 20% AT THE UNIVERSITY OF WINNIPEG. WHAT THE APPROPRIATE PROPORTION SHOULD BE IS A VERY DIFFICULT QUESTION TO ANSWER BECAUSE IT DEPENDS ON SUCH FACTORS AS THE AVAILABILITY OF STUDENT AID, ONE'S ATTITUDE TOWARD THE VALUE OF OUT-OF-PROVINCE AND INTERNATIONAL STUDENTS ON OUR CAMPUSES, AND SOME CONSENSUS ON THE RELATIVE VALUE OF UNIVERSITY EDUCATION TO THE INDIVIDUALS INVOLVED AND OUR SOCIETY GENERALLY - ISSUES THAT ARE NOT ONLY PHILOSOPHICAL BUT CLEARLY POLITICAL AS WELL. WHATEVER THE CONCLUSION ABOUT THE APPROPRIATE LEVEL OF FEES, ONCE THAT LEVEL IS ESTABLISHED AND RETRENCHMENT CONTINUES, THE REMAINING RESPONSE AVAILABLE TO UNIVERSITIES IS TO RESTRICT ENROLLMENT SO THAT THE DEMAND FOR OUR SERVICES (AT LEAST OUR TEACHING SERVICES) DOES NOT EXCEED TOO OUTRAGEOUSLY OUR ABILITY TO SUPPLY THEM. WE ESTIMATE THAT, OVER THE PAST THREE YEARS AT THE UNIVERSITY OF WINNIPEG, APPROXIMATELY 1,600 STUDENTS WHO WERE WILLING AND ABLE TO ATTEND UNIVERSITY COULD NOT FIND ACCEPTABLE PLACES AVAILABLE TO THEM WHEN THEY REACHED THE REGISTRATION DESK; WHAT THEY DID INSTEAD OF ENROLLING IN UNIVERSITY I DO NOT KNOW, BUT I DO KNOW THAT THE HOPES THEY (AND THEIR PARENTS) HAD FOR HIGHER EDUCATION WERE DASHED. SO THERE IS NO DOUBT IN MY MIND THAT ACCESSIBILITY TO OUR UNIVERSITIES, FOR REASONS OF BOTH FINANCE AND CAPACITY, HAS BEEN REDUCED AS A RESULT OF INADEQUATE SUPPORT.

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THE IMPACTS OF CUTBACKS, THEN, INCLUDE REDUCTIONS IN QUANTITY, QUALITY, AND ACCESSIBILITY. THESE RESULTS ARE CLEARLY DOCUMENTABLE AND THEY ARE INDISPUTABLY DAMAGING TO OUR SOCIETY. THOSE IN THE UNIVERSITIES HAVE EXERCISED EFFICIENCY, RESPONSIBILITY, AND CREATIVITY IN ATTEMPTING TO MINIMIZE THIS DAMAGE; BUT IT IS OBVIOUS THAT WE HAVE FAILED TO AVOID IT, ALBEIT MORESO AT SOME INSTITUTIONS THAN AT OTHERS.

WHAT SHOULD BE DONE?

IN THE FACE OF THESE DEBILITATING CONSEQUENCES, IT IS DIFFICULT TO GENERATE THE ENERGY AND ENTHUSIASM WHICH ARE NECESSARY TO DOING ANYTHING MEANINGFUL ABOUT THEM. BUT IF WE TRULY CARE ABOUT UNIVERSITIES, IF WE HONESTLY BELIEVE IN THEIR FUNDAMENTAL VALUE TO OUR FUTURE, WE MUST AVOID THIS DESPAIR AND LAUNCH THE MOST POWERFUL EFFORT POSSIBLE TO SAVE OUR INSTITUTIONS. THERE ARE AT LEAST THREE STRATEGIES WHICH MUST BE PURSUED, AGGRESSIVELY AND SIMULTANEOUSLY.

FIRST, WE HAVE TO DO ALL WE CAN TO CONVINCE THE GOVERNMENT THAT WE DESERVE A HIGHER PRIORITY THAN IT HAS ACCORDED US. THIS MEANS THAT THE GENERAL PUBLIC MUST FIRST BE CONVINCED, SO WE NEED TO MOUNT A CLEAR, SIMPLE, AND HONEST CAMPAIGN. WE MUST SPEAK FREQUENTLY AND SIMPLY ABOUT THE VALUE OF OUR RESEARCH TO THE LIFESTYLE OF ORDINARY PEOPLE IN THIS COUNTRY. WE MUST ENSURE THAT ALL CITIZENS ARE FULLY AWARE OF THE REDUCTIONS IN ACCESSIBILITY THAT HAVE BECOME NECESSARY AND ARE GROWING, FOR THESE REDUCTIONS MEAN THERE IS A VERY REAL CHANCE THAT MANY OF OUR VOTERS' CHILDREN WHO MAY BE QUALIFIED FOR UNIVERSITY STUDY WILL NOT FIND PLACES ON OUR CAMPUSES; AND WE MUST CONSTANTLY REMIND THE GENERAL PUBLIC OF THE COUNTLESS SPECIFIC

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CONTRIBUTIONS WE MAKE TO THE ECONOMY AND LIFESTYLE OF OUR COMMUNITIES - CONTRIBUTIONS THAT VIRTUALLY ALL VOTERS HAVE EXPERIENCED TO THEIR PERSONAL BENEFIT AT ONE TIME OR ANOTHER. IN DOING THIS, WE MUST SPEAK IN TERMS THAT CAN BE EASILY UNDERSTOOD BY ANYONE WHO IS LIKELY TO CAST A BALLOT, AND WE MUST NEVER SHADE THE TRUTH - FOR IF WE ARE EVER CAUGHT IN A LIE, AN EXAGGERATION, OR A THREAT ON WHICH WE CAN'T OR WON'T DELIVER, THEN OUR CAUSE WILL BE IRRETRIEVABLY LOST.

WE MUST ALSO EMPHASIZE THAT, CONTRARY TO MUCH PUBLIC OPINION I'M AFRAID, WE ARE HIGHLY PRODUCTIVE AND EFFICIENT ORGANIZATIONS; THERE ARE NOT MANY OTHER INSTITUTIONS TODAY THAT OPERATE WITHOUT DEFICITS AS WE MUST - CERTAINLY NOT GOVERNMENTS OR OTHER PUBLIC AGENCIES THAT ARE GIVEN A HIGHER PRIORITY IN OUR PROVINCE THAN UNIVERSITIES ARE AND THE RIGOROUS PERFORMANCE REVIEWS THAT WE CONDUCT REGULARLY BY PEERS ARE EXEMPLARY. WE MUST TACKLE HEAD-ON SUCH MYTHS AS THAT UNIVERSITIES ARE ADMINISTRATIVELY BLOATED, THAT FACULTY MEMBERS ARE UNDERWORKED, THAT STUDY LEAVES ARE PAID HOLIDAYS, AND THAT TENURE MEANS JOB SECURITY. CERTAINLY, TO DO SO WILL REQUIRE EXCELLENT COMMUNICATION SKILLS; SURELY SINCE WE STUDY AND TEACH THEM, WE CAN PRACTICE THEM AS WELL.

SECONDLY, WE MUST BE VERY CLEAR ON OUR OWN VALUES, PRIORITIES, AND PLANS. WE MUST KNOW WHO WE ARE AND WHERE WE INTEND TO GO, WE MUST KNOW WHAT WE ARE GOING TO DO AND WHAT WE CHOOSE NOT TO DO, AND WE MUST CONVEY THOSE MESSAGES TO THE GENERAL PUBLIC IN A CLEAR AND PERSUASIVE MANNER. RELATED TO THIS, WE MUST DETERMINE AN INSTITUTIONAL CONSENSUS ON WHERE WE STAND WITH RESPECT TO SUCH DILEMMAS AS THE MAINTENANCE OF QUALITY VERSUS THE MAXIMIZATION OF

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ACCESSIBILITY, THE INCREASING OF FEES VERSUS THE LOWERING OF ENROLLMENTS, AND THE GENERAL SQUEEZING VERSUS THE TARGETTED SURGICAL APPROACHES TO RETRENCHMENT. THERE ARE SOME WHO SAY THAT THESE DILEMMAS ARE NOT REAL - THAT NOTWITHSTANDING THE NEED FOR RETRENCHMENT IT IS POSSIBLE TO MAINTAIN QUALITY AND MAXIMIZE ACCESSIBILITY AT THE SAME TIME, TO MAINTAIN ENROLLMENT AND AVOID RAISING FEES SIMULTANEOUSLY, ETC.; I PERSONALLY DO NOT BELIEVE THIS - I AM CONVINCED THAT THE DEGREE OF RETRENCHMENT OUR UNIVERSITIES ARE EXPERIENCING IN MANITOBA HAS PLACED US IN A POSITION WHERE SUCH DILEMMAS ARE VERY REAL INDEED, WHERE SUCH CHOICES MUST BE MADE, AND WHERE CONSENSUS REACHED ON THEM HAS TO BE COMMUNICATED EFFECTIVELY TO THE GENERAL PUBLIC.

THIRDLY, WE MUST BE BOLD IN OUR EFFORTS TO TAP OTHER SOURCES OF REVENUE. IN DOING SO, IT IS ESSENTIAL TO ENSURE THAT THE PROJECTS WE UNDERTAKE ARE CONSISTENT WITH THE MISSION OF UNIVERSITIES, THAT THEY DRAW DIRECTLY UPON THE UNIQUE RESOURCES THAT WE POSSESS, AND THAT THEY IN NO WAY REDUCE OUR ABILITY TO MAINTAIN OUR CORE FUNCTIONS (IN FACT, WE SHOULD TRY TO ENSURE THAT THEY INCREASE THAT CAPABILITY). WHEN THESE CONDITIONS CAN BE MET, WE SHOULD NOT HESITATE TO UNDERTAKE CONTRACTS FOR INTERNATIONAL DEVELOPMENT, TRAINING PROGRAMS, AND SERVICE ACTIVITIES WHICH CARRY WITH THEM SOME "OVERHEAD" FUNDING THAT CAN BE ALLOCATED TO THE MAINTENANCE AND IMPROVEMENT OF OUR CORE ACADEMIC FUNCTIONS. WE MUST CAREFULLY DESIGN AND TEST PLANS FOR MAJOR FUND-RAISING CAMPAIGNS INTENDED TO SUPPORT SPECIFIC HIGH-PRIORITY PURPOSES WE WISH TO PURSUE AND ALSO TO PRODUCE LONG-TERM GROWTH IN OUR ENDOWMENT FUNDS, FROM

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WHICH WE CAN REDUCE OUR DEPENDENCE ON GOVERNMENT GRANTS AND STUDENT FEES AND INCREASE OUR CAPACITY TO RESPOND TO NEW NEEDS OR OPPORTUNITIES AS APPROPRIATE ONES ARISE.

FINALLY, LET ME EMPHASIZE THAT NONE OF THE THREE KINDS OF RESPONSES I HAVE MENTIONED IS SUFFICIENT IN ITSELF. ALL ARE NECESSARY, AND ALL MUST BE PURSUED SERIOUSLY AND SIMULTANEOUSLY. SIMPLY COMPLAINING ABOUT HOW OTHERS HAVE LET US DOWN, WHILE JUSTIFIED AND NECESSARY, WILL NOT BE OF MUCH HELP TO US BY ITSELF IN TODAY'S CIRCUMSTANCES; WE MUST MAKE A VERY REAL EFFORT, AND BE GENERALLY PERCEIVED AS MAKING SUCH AN EFFORT, TO HELP OURSELVES. MOREOVER, WITH PARTICULAR REFERENCE TO FUND-RAISING, IT IS IMPORTANT TO STRESS THAT SUCH APPROACHES ARE APPROPRIATE TO MEET THE COSTS OF INCREMENTAL, DEVELOPMENTAL, AND ENRICHMENT ACTIVITIES; BUT THE CORE OPERATION OF UNIVERSITIES REMAINS A PRIMARY RESPONSIBILITY OF THE PROVINCIAL GOVERNMENT UNDER OUR CONSTITUTION, AND THAT IS A RESPONSIBILITY THAT CANNOT BE SHIRKED AND SHOULD NOT BE "PAWNED OFF" TO OTHERS. THERE IS A FUNDAMENTAL TRUST AND DUTY ON THE PART OF OUR PROVINCE THAT MUST BE UPHELD AND DISCHARGED.

<u>CONCLUSION</u>

BY WAY OF SUMMARY, I HAVE TRIED TO EMPHASIZE THAT OUR PROBLEMS ARE REAL AND THEY ARE SERIOUS; THEY MUST NOT BE TAKEN LIGHTLY. NOR WILL THEY BE SOLVED BY JOKING AROUND WITH FUN-TYPE DEMONSTRATIONS, BY CRYING PITIFULLY ABOUT HOW BADLY TREATED WE ARE, OR BY THREATENING DIRE CONSEQUENCES THAT ARE UNLIKELY TO EVENTUATE. A GREAT DEAL OF CLEAR THOUGHT, REAL CARE, AND HARD WORK WILL BE REQUIRED, AND WE MUST GET OUR ACT TOGETHER ON THIS; WE MUST ALSO

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DRASTICALLY EXPAND THE CAST OF CHARACTERS ENGAGED IN OUR CAUSE - ALUMNI, SUPPLIERS, FRIENDS AND RELATIVES, EMPLOYERS, CLIENTS OF CONTINUING EDUCATION OFFERINGS, BENEFICIARIES OF RESEARCH AND SERVICE PROGRAMS, ALL MUST BE ACTIVELY RECRUITED TO WORK ENERGETICALLY WITH US ON THIS BECAUSE ALL HAVE GAINED FROM THEIR ASSOCIATION WITH UNIVERSITIES AND ALL HAVE SOMETHING TO LOSE IF OUR DETERIORIATION CONTINUES.

BUT I ALSO EXPECT MORE FROM OUR PROVINCIAL GOVERNMENT THAN WE HAVE BEEN GETTING - MORE CARE (AT LEAST ENOUGH CURIOSITY TO LEARN WHAT UNIVERSITIES REALLY ARE AND DO), MORE COMMITMENT (AT LEAST SOME EXPRESSED EVIDENCE OF PRIDE IN THE TREMENDOUS RESOURCE TO OUR PROVINCE THAT WE REPRESENT), AND MORE CREATIVITY (AT LEAST A BIT OF COURAGE AND IMAGINATION IN HELPING US HELP OURSELVES THROUGH SUCH DEVICES AS INCENTIVE FUNDS, MATCHING GRANTS, ACCESS TO LOTTERY PROCEEDS, AND THE LIKE). I UNDERSTAND AND SYMPATHIZE WITH THE GOVERNMENT'S DESIRE TO REDUCE ITS DEFICIT, BUT I WOULD HOPE FOR MORE THAN HAM-HANDED ACROSS-THE-BOARD BUTCHERY. AND IN FAIRNESS, I MUST ADMIT THAT I HAVE BEEN QUITE ENCOURAGED SO FAR BY THE ATTITUDE WHICH MR. STORIE HAS TAKEN TO HIS NEW PORTFOLIO AS MINISTER OF EDUCATION; I AM HOPEFUL THAT IN RESPONSE TO THE INITIATIVES WE ARE TAKING TO HELP OURSELVES, HE IN TURN WILL EXERCISE SOME LEADERSHIP IN INITIATING GOVERNMENT ACTION WHICH REFLECTS A FULL UNDERSTANDING AND APPRECIATION OF UNIVERSITIES AS THE BEST RESOURCE THIS PROVINCE HAS AVAILABLE TO MEET ITS NEEDS AND ACHIEVE ITS OBJECTIVES.

WE ALL HAVE A STAKE IN THE FUTURE ADVANCEMENT OF MANITOBA AND CANADA, AND WE ALL HAVE AN INTEREST IN MAKING SURE THAT OUR

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UNIVERSITIES ARE ABLE TO CONTRIBUTE AS THEY SHOULD TO THAT PROGRESS. WE CANNOT AFFORD TO WASTE TIME AND EFFORT ON BLAMING EACH OTHER FOR A FAILURE TO DO SO; WE MUST GET OUR ACT TOGETHER. I SINCERELY HOPE THAT THE EVENTS OF THESE NEXT COUPLE OF DAYS WILL GENERATE SOME GOOD SUGGESTIONS TO HELP US DO THAT.